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ABSTRACT

A project presented orientation and training for new (up to 2 years experience) Pennsylvania adult educators. It provided training to 85 new teachers through an intensive 2-day institute combining presentations on theory of adult learning with sessions on practical techniques. Two sets of regional focus groups and a preconference session at the Mid-Winter Conference of the Pennsylvania Association for Adult and Continuing Education provided additional training and networking opportunities. Coordination with the regional Professional Development Centers ensured that new teacher needs were met and provided a smooth transition for new teachers into existing staff development structures. Training opportunities were evaluated in terms of participant impressions and impact on participants. New teachers rated highly the quality and formats of the institute, focus groups, and midwinter session. In follow-ups 6 weeks and 4 months after the institute, participants reported applying information and techniques learned at the institute. Participants in the focus groups and midwinter session also reported applying information and techniques covered in these sessions. (Appendixes include the following: institute brochure, outline of the institute, institute session abstracts, presenter contact and biographical information, and participant comments regarding application of materials/information from the institute.) (YLB)

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New Teacher Institute
Final Report

Lori Forlizzi, Project Coordinator
Carol Molek, Project Director
TIU Adult Education and Job Training Center

Fiscal Year 1997-1998

Grantee: Carol Molek
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Funding: $60,961
Project #: 99-8004

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ABSTRACT **Project No. 99-8004**

Grant Recipient:
Carol Molek
TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58, 6395 SR103 North
Lewistown, PA 17044
(717) 248-4942

Program Name: New Teacher Institute
Grant Allocation: $60,961
Project Period: July 1, 1997 - June 30, 1998
Project Director: Carol Molek

Project Purpose: This project proposed to present training for new Pennsylvania adult educators through a two-day institute for approximately 100 practitioners; one day of additional training in each of six Professional Development Center regions; and a pre-conference session at the PAACE Mid-Winter Conference. The project also proposed to evaluate the institute by soliciting participant feedback at regular intervals after the institute.

Project Outcomes: Training was provided to eighty-five new teachers through an intensive two-day institute combining presentations on theory of adult learning with sessions on practical techniques. Two sets of regional focus groups and a pre-conference session at the PAACE Mid-Winter Conference provided additional training and networking opportunities. Coordination with the regional Professional Development Centers ensured that new teacher needs were met and provided a smooth transition for new teachers into existing staff development structures. Training opportunities were evaluated in terms of participant impressions and impact on participants.

Impact: New teachers rated highly the quality and formats of the institute, focus groups, and Mid-Winter session. Six weeks and again four months after the institute, participants reported applying information and techniques learned at the institute. Participants in the focus groups and Mid-Winter session also reported applying information and techniques covered in these sessions.

Products or Training Developed: A final report summarizes project activities and evaluation data.

Products Available From: AdvancE and the Western Pennsylvania Adult Literacy Resource Center.

Project Continuation and/or Future Implications: New teacher participants appreciated, and wished for more, time for networking and sharing ideas with other new teachers (especially those in their own geographical regions) and hands-on, practical tips and techniques for teaching. These components should continue to be included in future new teacher training efforts.

Conclusions/Recommendations: Future training should continue to focus on providing hands-on, practical techniques in content areas, instructional design and management, and student support services while also providing theoretical foundations through information on adult learning and adult learners. Coordination with the Professional Development Centers is critical.

Additional Comments:

Introduction

Purpose and Objectives

New Teacher Institute presented orientation and training for new (up to two years experience) Pennsylvania adult educators. The project provided intensive exposure to the issues encountered by new teachers through a two-day institute along with follow-up support to participants through regional focus groups, a pre-conference session at the PAACE Mid-Winter Conference, and coordination with the regional Professional Development Centers (PDCs). The project objectives were:

* To coordinate a two-day institute for approximately 100 primarily new ABE practitioners.

* To provide one day additional training in each of the six Professional Development Center regions.

* To provide additional follow-up training as a pre-conference at the PAACE Mid-Winter Conference.

* To evaluate the institute for effectiveness by soliciting feedback at regular intervals after the institute.

Rationale and Background of the Project

Even with two years experience, most professionals are still "new" and are often struggling to find effective strategies to work with

their students. This is a problem in our field. The situation arises because of 1) inconsistent funding causing late hirings, and 2) high turnover because of low pay and low security of positions. Because of this, there is regularly a large number of new teachers, and these new teachers are very often thrown into adult education classrooms with little or no formal education, training, or experience specific to working with adults. The institute and follow-up activities implemented as part of this project were designed to address this problem by providing an intensive introduction to new teachers followed by additional activities that would provide continued support and guidance of new teachers, focusing on specific issues that they desired more help with. Coordination with the regional PDCs ensured that the needs of new teachers across the state were met through the institute and follow-up activities.

Project Time Frame

All project activities occurred between July 1, 1997 and June 30, 1998. Between July 1 and September 30, 1997, the two-day institute was planned and implemented. From October 1, 1997 through January 30, 1998, two sets of regional follow-up focus groups were planned and implemented. From January 1 to February 15, 1998, a follow-up session held at the PAACE Mid-Winter Conference was planned and

implemented. In late February, 1998, a mid-year survey to evaluate the project and assess further new teacher training needs was distributed. Since new teachers indicated no additional training needs at that time, they were contacted to and informed that any future training needs could be addressed by the PDCs. They were provided with the names and phone numbers of the regional PDCs.

Project Staff and Key Personnel

Key project staff included Carol Molek, Project Director; Lori Forlizzi, Project Coordinator; and Sheree Goss, Operations Coordinator. Other individuals served as presenters, resource persons, and leaders of the regional focus groups that provided follow-up activities to institute participants. These individuals will be named and described in later sections of this report.

Ms. Molek worked closely with staff of the Bureau of Adult Basic and Literacy Education (ABLE) and staff of the PDCs to gather input on potential institute topics and presenters. She designed the content of the institute program, finalized topic areas and narrowed the list of potential presenters, and contacted and confirmed some of the presenters. She worked closely with the Nittany Lion Inn on the Penn State University campus in University Park, PA, the site of the two-day institute. She designed and monitored the follow-up activities, including

the focus groups and Mid-Winter pre-conference sessions. Ms. Molek also corresponded with the PDCs and with program directors of the participating new teachers regarding project activities and new teachers' participation in them. She has over 14 years of experience directing adult programs for Tuscarora Intermediate Unit and developing and implementing special projects. She has directed four ABLE institutes, authored successful curriculum and staff development materials, and has been a presenter at Pennsylvania Department of Education Fall Workshops and other state-sponsored training. In addition, she is the director of the South Central Professional Development Center.

Lori Forlizzi worked with Ms. Molek to contact institute presenters and confirm their participation. She worked with institute presenters to gather biography information and abstracts for a conference notebook distributed to participants, coordinated travel and audiovisual needs with presenters, and finalized the institute schedule. She also presented at the institute, facilitated one of the regional focus groups, and presented at the PAACE Mid-Winter pre-conference session. She has worked in the field of adult education for 12 years on a variety of research, curriculum development, and staff development projects.

Sheree Goss managed project records and oversaw registrations and operations for the institute and follow-up activities. She has been the management information system coordinator for all ABLE-sponsored programs at the Adult Education and Job Training Center and is the operations coordinator for the South Central Professional Development Center.

Audience for this Report

The audience for this report primarily includes staff of the Bureau of Adult Basic and Literacy Education (ABLE) of the Pennsylvania Department of Education and staff of ABLE-funded programs. The report would also be of interest to anyone who is considering undertaking a similar effort or any individuals interested in the activities of the project.

Project Dissemination

Copies of this report will be filed permanently at the following locations:

1) Pennsylvania Department of Education

Bureau of Adult Basic and Literacy Education

333 Market Street, 12th Floor

Harrisburg, PA 17126-0333

2) AdvancE

333 Market Street

Harrisburg, PA 17126-0333

3) Western Pennsylvania Adult Literacy Resource Center

5347 William Flynn Highway, Route 8

Gibsonia, PA 15044-9644

Statement of the Problem

This project set out to present an intensive, two-day training experience, provided through an institute, to new adult education practitioners in Pennsylvania (those with no more than two years experience) and follow-up training activities specific to the needs of participants through coordination with the state's regional PDCs. The project provided an avenue for consistent delivery of standard and high-quality introductory training on topical information needed by new teachers.

Project Goals and Objectives

The goal for New Teacher Institute was to provide orientation and training for new Pennsylvania adult educators based on sound theory and proven exemplary practices so that these new teachers could return to their classrooms with tools to more effectively provide instruction to their adult learners. Project objectives were as follows:

* To coordinate a two-day institute for approximately 100 primarily new ABE practitioners.

* To provide one day additional training in each of the six Professional Development Center regions.

* To provide additional follow-up training as a pre-conference at the PAACE Mid-Winter Conference.

* To evaluate the institute for effectiveness by soliciting feedback at regular intervals after the institute.

Procedures Employed

New Teacher Institute was completed in three parts. During Part I, a two-day institute for new teachers was planned and delivered in coordination with the ABLE Bureau and the PDCs. Participant and presenter impressions of the institute were collected through evaluation procedures. During Part II, a questionnaire was mailed to institute participants approximately six weeks after the institute to determine the impact of the institute on participant practices. Two sets of focus groups were planned and implemented in coordination with the PDCs. The focus groups provided opportunities for participants to network with other new teachers in their geographical regions and allowed participants to identify shared training needs and have them addressed. During Part III, a follow-up session at the PAACE Mid-Winter pre-

conference (February, 1998) was planned and implemented. Participant needs identified during the institute and focus groups helped to form the program for the Mid-Winter session. A mid-year survey was also distributed to all institute participants after Mid-Winter. It assessed the continued impact of the institute and provided evaluation information on the focus groups and the Mid-Winter session. It also provided an opportunity for participants to provide suggestions for future institutes and to request further assistance. Few participants expressed interest in further assistance at that time, so the project staff, with the support of the PDCs, contacted participants to let them know that any further training needs they identified should be forwarded to the PDCs.

Objectives Achieved

All project objectives were met. The following section describes how each objective was achieved.

*** To coordinate a two-day institute for approximately 100 primarily new ABE practitioners.**

The project director, in consultation with staff of the ABLE Bureau and staff of the regional PDCs, selected the topics and identified recommended presenters for the institute. Consultation with the Bureau and the PDCs ensured that the content of the institute would address the needs of Pennsylvania new teachers while being rooted in sound theory

and practices. The project director and operations coordinator developed a brochure (see Appendix A) and participant registration procedures for the institute and worked closely with the Nittany Lion Inn to plan the operations of the institute. The project director and project coordinator contacted and confirmed potential presenters. The project coordinator worked with the presenters to coordinate the details of the program by coordinating submission of session abstracts and biography information by presenters; coordinating presenter scheduling, lodging, and equipment needs; and finalizing the schedule of the institute. The operations coordinator managed institute registrations and mailed confirmation information including lodging, directions, and parking information.

The New Teacher Institute project covered the cost of participants' training, lodging, and meals. Participants were responsible for transportation costs to and from the institute.

The institute program included sessions that covered theoretical foundations of learning and adult learners as well as sessions focusing on practical techniques in content areas, instructional design and management, and student support services. The program consisted of thirteen sessions. There was an opening session for all participants and one other general (evening) session; in addition, there were two

resource sessions for all participants (the first consisting of presentations by resource persons and the second a resource "marketplace") which allowed participants to familiarize themselves with resources and organizations that would be useful to them. Resources and organizations represented included the state literacy resource centers; PDCs; Tutors of Literacy in the Commonwealth; and PAACE, the state's adult education professional organization. These four sessions were presented one time only. The other nine sessions were presented in concurrent sessions of sixty or seventy-five minutes repeated two times each over the course of the two day institute. This maximized participants' opportunities to attend sessions. Session titles and presenters are as follows:

* *Opening Session: Setting the Stage* (Suzanne Fisher, Project Facilitator, TIU Adult Education and Job Training Center)

* *General Session: Counseling in Adult Education* (Suzanne Fisher, Project Facilitator, TIU Adult Education and Job Training Center)

* *Teaching Reading Comprehension Techniques and Strategies* (Michelle Joyce, Reading Specialist/Workplace Coordinator, Greater Pittsburgh Literacy Council)

* *Tutor-Friendly/Student-Friendly Math, Part I* (Ellen McDevitt, Training Consultant)

* *Tutor-Friendly/Student-Friendly Math, Part II* (Ellen McDevitt, Training Consultant)

* *Multi-level Instructional Approaches for the Classroom* (Jeffrey Woodyard, Executive Director, Tri-County Opportunities Industrialization Center, Inc.)

* *Understanding the Adult Learner* (Carol Goertzel, Executive Director, Women's Association for Women's Alternatives)

* *Learner-centered Instructional Design* (Sandra J. Strunk, Coordinator, Southeast Professional Development Center, Lancaster Lebanon Intermediate Unit 13)

* *Adult Learning Principles and Applications for Teachers* (Lori Forlizzi, Trainer/Training Developer, TIU Adult Education and Job Training Center)

* *Collaborative Learning: A Tool for Learner-Centered Adult Educators* (Peggy McGuire, Executive Director, Germantown Women's Educational Project)

* *Working with Special Needs Adults* (Joan Y. Leopold, Education Director, Harrisburg State Hospital, and Mary Kay Peterson, Consultant)

* *Resources for New Teachers* -- Presentation Session and Marketplace Session -- (Resource persons were Cheryl Harmon, AdvancE State

Literacy Resource Center; Chris Kemp, Western Pennsylvania Adult Literacy Resource Center; Carol Molek and Sara Plantz, South-Central Professional Development Center; Rachel Zilcosky and Sue Snider, Southwest Professional Development Center; Diane Inverso, Philadelphia Professional Development Center; Regina Rastatter, Northwest Professional Development Center; Sandra Strunk and Ilsa Powell Diller, Southeast Professional Development Center; Gail Leightley, Central-Northeast Professional Development Center; Amy Wilson, Tutors of Literacy in the Commonwealth; and Barbara Van Horn, PAACE).

English as a Second Language topics were intentionally left off the program, as an institute for ESL teachers was run at Northampton Community College in Bethlehem, PA, during August, 1997.

Appendix B contains an outline of the institute. Appendix C contains abstracts for each session and Appendix D contains contact and biography information for each presenter. The contents of these three appendices were contained in the conference notebook distributed to each participant.

The institute was held on September 29 and 30, 1998, at the Nittany Lion Inn on the Penn State Campus, University Park, PA. Eighty-five adult educators (not including institute organizers,

presenters, resource persons, or ABLE staff) attended. The number of adult educators attending from each PDC was as follows: Central-Northeast, 19; Northwest, 7; Philadelphia, 9; South-Central, 18; Southeast, 7; and Southwest, 25.

Evaluation of the institute was done via several avenues. Presenters completed a presenter evaluation form. Participants received and completed session evaluation forms for each session in which they participated. They also completed an overall institute evaluation form at the close of the institute. A letter inviting participants to the first focus group meeting included a questionnaire that asked them to detail, for each session: how they had used the material/knowledge presented in the session; any changes they had seen in their practice as a result of the training; and how learners have responded to the methods. The questionnaire was sent to participants and was to be completed and returned by them in November. Finally, a survey mailed to institute participants in mid-February asked them to describe any ideas or materials that they had learned about at the institute and had recently applied in their teaching. These avenues provided an opportunity to track the impact of the institute on participants in the months after the institute. These evaluation methods and results will be described in a later section of this report.

The names and agencies of institute participants were forwarded to the PDCs. Program directors who staff had attended the institute were also informed that new teachers from their staff had attended.

*** To provide one day additional training in each of the six Professional Development Center regions.**

The project director designed the format for focus groups to be held regionally as follow-up to the institute. Project staff examined the geographic locations of institute participants and, after communication with the PDCs to receive their input regarding scheduling, content, and format, decided to hold four regional focus group sessions: West (for institute participants residing in the Southwest and Northwest PDC regions); Central-Northeast (for institute participants residing in the Central-Northeast PDC region); South-Central (for institute participants residing in the South-Central PDC region); and Southeast (for institute participants residing in the Southeast and Philadelphia PDC regions). Plans for the follow-up focus groups were relayed to program directors of participating staff, and program directors' input and questions were encouraged. Institute participants had indicated, in a questionnaire distributed at the institute, that the ideal frequency for focus groups was one time per month. Thus, two focus groups occurred in each of these four regions in the months of December 1997 and January 1998.

Five institute presenters served as focus group facilitators at the invitation of the project director: Ellen McDevitt and Michelle Joyce (West), Lori Forlizzi (Central-Northeast), Suzanne Fisher (South-Central) and Mary Kay Peterson (Southeast). Facilitators arranged for meeting sites and refreshments for each focus group meeting in their region. Costs were covered by the New Teacher Institute project. Mailing of invitations to the focus group participants and registration for the groups were coordinated by the TIU Adult Education and Job Training Center through the operations coordinator.

The focus groups allowed participants the opportunity for follow-up assistance in areas of individual need in a small group setting. The role of the focus group facilitators was 1) to provide the opportunity and environment for participants to request information on issues of interest to them and 2) to provide that information or advice and direction on where the information could be obtained. The focus groups also provided an opportunity for participants to discuss what they were doing, what was working and not working, and to share their successes, failures, anxieties, and expertise.

The first set of focus groups allowed participants to request information on training needs that would be addressed in the second set of focus groups and at the PAACE Mid-Winter Conference session.

Discussion of institute topics provided the springboard for wider-ranging discussions that identified further training needs. These included: more specific strategies for teaching reading and math; sharing resources and identifying regional content experts; strategies for motivating students; counseling and case management issues; and desire to network with peers and share examples of what is working for them. The first set of focus groups also provided informal opportunities for networking among new teachers in each region. In each group, informal exchange occurred around identifying common needs and sharing of information between participants. For example, in the Central-Northeast focus group, one participant desired information on test anxiety and test-taking strategies for students. Another participant was able to share some information with this participant outside of the focus group setting. Ten participants attended the first South-Central focus group; 8 attended the Southeast group; 6 attended the Central-Northeast group; and 8 attended in the West.

The second set of focus groups centered on more formal sharing of ideas, information, and resources related to the needs identified in the first session, including names of regional resource persons, books, curricula, software, and activities, lesson plans, and teaching strategies. For example, the South-Central group took a field trip to the AdvancE

resource center in Harrisburg. The Central-Northeast group shared their own successful lessons plans and strategies. The facilitators for the group in the West brought in materials from the Western Pennsylvania Adult Literacy Resource Center and shared names of local content experts who could act as resources for questions. Eight participants attended the second South-Central group; 5 attended the Southeast group; 6 attended the Central-Northeast group; and 6 attended in the West.

A survey mailed to participants in mid-February asked them to evaluate the effectiveness of the focus groups. The results of this evaluation are detailed in a later section of this report.

*** To provide additional follow-up training as a pre-conference at the PAACE Mid-Winter Conference.**

Institute participants' input regarding further training needs was elicited both at the close of the institute and at the first set of focus groups. These training needs included specific teaching strategies, especially for multi-level settings, math, and reading; counseling and case management issues; and a desire to network with peers. Based on this input, the project director planned the Mid-Winter pre-conference with assistance from the project coordinator and operations coordinator.

Pre-conference invitations were mailed from the TIU Adult Education and Job Training Center to all eighty-five individuals who had participated in the September institute. The operations coordinator managed registration procedures for the pre-conference session.

The Mid-Winter pre-conference session lasted from 9:00 AM to noon on February 4, 1998. Several presenters and resource persons from the institute returned to make presentations and act as facilitators. Thirty-one participants attended the session. The session began with introductions and an overview. Ellen McDevitt then did a 45-minute presentation on math learning activities. Lori Forlizzi did a half-hour presentation on a specific comprehension development activity. After a 15-minute break, Suzanne Fisher gave a 30-minute presentation on dealing with difficult students. The last half-hour was devoted to round table discussions on a variety of topics facilitated by resource persons. A "reading" table was facilitated by Lori Forlizzi; a "math" table was facilitated by Ellen McDevitt; a "students with learning differences and disabilities" table was facilitated by Mary Kay Peterson; a "motivating/counseling students" table was facilitated by Suzanne Fisher; and a "technology table" was facilitated by Sara Plantz. These round tables provided another opportunity for participants to have questions

answered, share information, and make connections with other adult educators.

The pre-conference session was evaluated via a form completed by participants at the end of the morning. This was the standard evaluation form used by PAACE for all of the pre-conference sessions. A summary of the evaluation results is presented in a later section of this report.

*** To evaluate the institute for effectiveness by soliciting feedback at regular intervals after the institute.**

As noted previously, evaluation of the institute over time was done via several avenues. Presenters completed a presenter evaluation form. Participants received and completed session evaluation forms for each session in which they participated. They also completed an overall institute evaluation form at the close of the institute. A letter inviting participants to the first focus group meeting included a questionnaire that asked them to detail, for each session: how they had used the material/knowledge presented in the session; any changes they had seen in their practice as a result of the training; and how learners have responded to the methods. The questionnaire was sent to participants and was to be completed and returned by them in November. Finally, a survey mailed to institute participants in mid-February asked

participants to describe any ideas or materials that they had learned about at the institute and had recently applied in their teaching. These avenues provided an opportunity to track the impact of the institute on participants in the months after the institute. These evaluation methods and results will be described in a later section of this report.

Evaluation Techniques, Instruments, and Results

This section summarizes evaluation techniques, instruments, and results for the three major project activities: the institute, the focus groups, and the Mid-Winter pre-conference session. For each activity, descriptions of evaluation instruments used and results regarding 1) participant impressions of the activity and 2) impact of the activity on participants (i.e., were participants able to take information from these activities back to their programs and apply it) are included.

Evaluation of the Institute -- Impressions of the Institute

Participants were encouraged to fill out a session evaluation form for each session they attended during the last few minutes of that session. These forms provided the opportunity for participants to give a numerical rating of the session on a scale of 1 (poor) to 5 (excellent) and to provide written comments. Seven hundred and thirteen forms were collected for twelve sessions (the resource presentation and marketplace were rated together) and the numerical ratings of the

sessions were tallied. Forty-nine percent of the respondents rated sessions as being "excellent," while an additional forty percent rated sessions as being "good."

Participants also completed an overall institute evaluation that was turned in at the end of the institute. Seventy-four participants completed this evaluation form. Participants were asked to give a numerical rating of the quality of the sessions overall on a scale of 1 (low) to 10 (high). Seventy-four percent of respondents rated the quality of sessions at 8, 9, or 10. They were also asked to comment upon the following points via open-ended questions:

1) what they like most about the institute;

2) what they liked least about the institute;

3) any areas that they felt were left out of the institute;

3) areas in which they would like further training;

4) the facility.

In summary of what participants liked most about the institute, responses varied greatly; however, some themes included the presenters, the organization and flow of the institute, the opportunities to network, presentation topics, specific ideas and tips for teaching adult learners, and the handouts provided in the sessions. The most prevalent response to the question of what participants liked least about the institute was

lack of time; participants wanted more time for sessions, between sessions, and for the institute overall. Responses to the questions of areas not covered and requested topics for further in-depth training were varied widely; no strong themes emerged. Overall, respondents comments regarding the facility were favorable.

Finally, the mid-year survey mailed to all institute participants in mid-February asked them to provide suggestions for next year's institute. Generally, suggestions included providing more time for sharing ideas with other teachers and providing opportunities at the institute for teachers in a geographical region to get to know each other; also, participants asked for more hands-on and practical teaching techniques.

Presenters were also asked to complete a presenter evaluation form that asked about the quality of coordination, staff support, facilities, and accommodations. Five presenters completed the evaluation form and their responses were generally favorable.

Evaluation of the Institute -- Impact on Participants

In November, 1997, approximately six weeks after the completion of the institute, a questionnaire was distributed by mail to the eighty-five institute participants. They were asked to indicate, for each of the institute presentations (except the opening session):

1) how they have used the material or knowledge obtained in the session;

2) what changes they have seen in their practice as a result; and

3) how their learners have responded to the methods they have used.

Thirty-one participants replied to the questionnaire. Most of these individuals did not respond to the individual questions or respond completely; that is, they would indicate that they had used material from a session, but not what it was; or if they indicated specific materials or information, they did not report in detail changes in practice or impact on students. The list in Appendix E, showing responses by region, indicates the nature of the responses received. Although the responses vary, the data show that six weeks after the institute, these respondents had applied information they received at the institute and felt that it was useful or that students responded to it well.

A mid-year survey, mailed to the eighty-five institute participants in February, 1998, also asked participants to describe ideas or materials that they had learned about in the institute and had recently applied in their teaching. Only fourteen participants replied to this survey, but they did indicate that four months after the institute, they were applying information and activities learned at the institute, primarily strategies

for teaching math, strategies for teaching reading, and strategies for working with students with multiple skill levels in the same class.

Evaluation of the Focus Groups

The mid-year survey mailed to institute participants in February included questions that asked them to evaluate the focus groups in their region if they had attended them. The fourteen participants who responded to the survey indicated that they were using materials or ideas that they had obtained in the focus groups, including resource center materials and math lessons. Participants expressed a positive reaction to the opportunity to learn about the offerings of local adult education agencies and how these agencies operate. They also indicated that they appreciated opportunities to converse with their peers. They were asked to provide comment on the format of the sessions, and revealed that generally they liked the format of the focus groups.

The survey also provided an opportunity for respondents to indicate reasons why they did not attend the focus groups. These reasons mainly focused on lack of time and inability to travel.

Evaluation of the PAACE Mid-Winter Session

Participants at the Mid-Winter session were asked to complete an evaluation form at the close of the session. This was the standard evaluation form used for all Mid-Winter pre-conference sessions.

Participants were asked to rate the relevance of the pre-conference on a scale of 1 (not relevant) to 10 (extremely relevant). Sixty-three percent of the respondents gave "relevance" a rating of 8, 9, or 10. Participants were also asked on the form to rate the session overall (also on a scale of 1 to 10); 81% of the respondents gave the presentation a rating of 8, 9, or 10. Thus, the majority of Mid-Winter session participants felt that the presentation was relevant to their needs and well-done.

The mid-year survey mailed to institute participants in February included questions that asked them to evaluate the Mid-Winter session if they had attended it. The fourteen participants who responded to the survey indicated that they were using materials or ideas that they had obtained in this session, including the idea of making math pertinent to daily activities, ideas for individual counseling problems, and ideas for case management. Most respondents liked the format, complimenting the different mini-sessions offering short, hands-on activities; a few felt that it was a rehash of the institute and focus groups.

The survey also provided an opportunity for respondents to indicate reasons why they did not attend the Mid-Winter session. These reasons mainly included lack of time, lack of funds, and bad weather.

Procedure for Dissemination of the Findings and Products

Copies of this report will be permanently housed in the ABLE Bureau and the state literacy resource centers.

Conclusions and Recommendations

The New Teacher Institute was successful in its objectives of providing a two-day institute and follow-up activities for new teachers in Pennsylvania and in evaluating the institute and its impact. Upon the conclusion of the two-day institute, new teacher participants rated highly the quality of the sessions, the facility, and the organization and implementation of the institute. Participants particularly liked the networking opportunities, specific teaching tips and ideas, and useful handouts provided at the institute. Six weeks after the institute, many participants gave evidence that they had applied or were applying information and activities learned at the institute; furthermore, the information and activities seemed useful to them and were being well-received by students. Even four months after the institute, a small number of participants indicated that they were still applying information and techniques learned at the institute.

Suggestions made by participants for future institutes included devoting more time networking with and sharing ideas with other new

teachers, especially those in their own geographical regions; and supplying more hands-on, practical teaching techniques.

The focus groups were appreciated and seen as valuable by those who responded to a request for feedback on them. They indicated that they had applied information learned in their focus groups. They indicated that they particularly appreciated the opportunity to meet other new teachers in their geographical areas and to learn about the activities and resources in their geographical regions. Likewise, the Mid-Winter session was seen as relevant and well-done by the participants.

Recommendations for future institutes for new teachers include continuing to focus on providing hands-on, practical techniques in content areas, instructional design and management, and student support services, while providing crucial theoretical scaffolding in the form of information on adult learning and adult learners. To the extent that it can be done, opportunities for networking with content experts and presenters statewide should be coupled with opportunities for networking with content experts, resources, and peers within the new teachers' local geographical regions. Coordination with the PDCs is critical to ensure that the content of future institutes will meet the needs of Pennsylvania new teachers and to provide a seamless transition when

the responsibility for training moves from the institute to the existing staff development structures.

Appendix A

Institute Brochure

Complete registration form and return to the Adult Center by 8/20/97

This activity is supported in part by the US Department of Education. However, the opinions expressed herein not necessarily reflect the position or policy of the US Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

The Tuscarora Intermediate Unit is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, age or religion in its activities by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments. Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For more information regarding civil rights or grievance procedures, contact Richard D. Daubert, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, 2527 US Hwy, 522 South, McVeytown, Pennsylvania 17051-9717, Phones: 814-542-2501 or 717-899-7143. If you require auxiliary aids or interpreters, we request a 48 hour notice.

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New Teacher Institute

Nittany Lion Inn
Penn State University
University Park, PA

September 29 and 30, 1997

NEW TEACHER INSTITUTE

➧For practitioners new to adult education.Targeted for new tutors or teachers in the field 2 years or less (exceptions made on case by case basis).

➧Two days of intense orientation including practical, participatory learning experiences.

➧Training for Adult Basic Education, GED, Literacy teachers.

For Registration Form or more information call:

Carol Molek/Sheree Goss
TIU Adult Education & Job Training Center
MCIDC Plaza, Bldg. 58
6395 SR103 North
Lewistown, PA 17044

717-248-4942
Fax: 717-248-8610

e-mail: carcarm@mail.microserve.net

CONFERENCE TOPICS

▼Understanding the Adult Learner
▼Teaching Designs and Strategies
▼Content, Planning Methods
▼Multi-Level Instruction
▼Counseling and Communication Skills
▼Special Populations/Diversity
▼Resources for New Teachers

Agenda

Monday, September 29

9:00 - 10:00 AM	Registration
10:15 - 11:30 AM	Session
Noon - 1:00 PM	Lunch
1:15 - 2:30 PM	Session
2:30 - 2:45 PM	Break
2:45 - 4:00 PM	Session
4:00 - 4:15 PM	Break
4:15 - 5:30 PM	Session
6:00 - 7:15 PM	Dinner
7:30 - 9:00 PM	Session

Tuesday, September 30

8:00 - 9:00 AM	Continental Breakfast
9:00 - 10:15 AM	Session
10:15- 10:30 AM	Break
10:30 -11:45 AM	Session
Noon - 1:00 PM	Lunch
1:15 - 2:15 PM	Session
2:15 - 2:30 PM	Break
2:30 - 3:30 PM	Session
3:30 - 4:00 PM	Sign Out/Wrap Up

Sponsored by:

PDE
Bureau of Adult Basic and Literacy Education

•Attendance is limited to 100 people.
•The final selection of participants for the Institute will be at the discretion of the PDE.
•Training, lodging, and meals provided free.
•Participants are responsible for transportation costs to and from Institute.
•Follow-up training sessions at PAACE MidWinter Conference and through the Professional Development Centers.
•Continued support via mail, phone, and electronically.

Contact for this event:

Carol Molek/Sheree Goss
TIU Adult Education and Job Training Center
717-248-4942
Fax: 717-248-8610
e-mail: carcarm@mail.microserve.net

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Appendix B

Outline of the Institute

New Teacher Institute

•Monday, September 29, 1997•

9:00 AM - 10:00 AM	Registration Rotunda
10:15 AM - 11:30 AM	Opening Session: Setting the Stage Ballroom C
12:00 Noon - 1:00 PM	Lunch - Colonial Room Greetings - Cheryl Keenan, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education
1:15 PM - 2:30 PM	Sessions: ✎Understanding the Adult Learner Ballroom AB ✎Tutor-Friendly/Student Friendly Math (Part 1) Ballroom DE ✎Learner Centered Instructional Design Board Room 1
2:30 PM - 2:45 PM	Break
2:45 PM - 4:00 PM	Sessions: ✎Understanding the Adult Learner (repeat) Ballroom AB ✎Tutor-Friendly/Student Friendly Math (Part 1 - repeat) Ballroom DE ✎Learner Centered Instructional Design (repeat) Board Room 1
4:00 PM - 4:15 PM	Break
4:15 PM - 5:00 PM	Sessions: ✎Resources for New Teachers Group 1 Ballroom AB Group 2 Ballroom DE
5:00 PM - 5:30 PM	✎Resources for New Teachers Board Room 1
6:00 PM - 7:15 PM	Dinner - Alumni Lounge/Lobby
7:30 PM - 9:00 PM	General Session: Counseling in Adult Education Ballroom C

•Tuesday, September 30, 1997•

8:00 AM - 9:00 AM	Continental Breakfast - Board Room/Lobby-Lower Level
9:00 AM - 10:15 AM	Sessions: ✎Adult Learning Principles and Applications for Teachers Board Room 1 ✎Tutor Friendly/Student Friendly Math (Part 2) Ballroom AB ✎Collaborative Learning: A Tool for Learner-Centered Education Board Room 2
10:15 AM - 10:30 AM	Break
10:30 AM - 11:45 AM	Sessions: ✎Working with Special Needs Adults Board Room 1 ✎Tutor-Friendly/Student-Friendly Math (Part 2 - repeat) Ballroom AB ✎Collaborative Learning: A Tool for Learner-Centered Education (repeat) Board Room 2
12:00 noon - 1:00 PM	Lunch - Colonial Room
1:15 PM - 2:15 PM	Sessions: ✎Teaching Reading Comprehension: Techniques and Strategies Ballroom AB ✎Working with Special Needs Adults (repeat) Board Room 1 ✎Multilevel Instructional Approaches for the Classroom Board Room 2
2:15 PM - 2:30 PM	Break
2:30 PM - 3:30 PM	Sessions: ✎Teaching Reading Comprehension: Techniques and Strategies (repeat) Ballroom AB ✎Adult Learning Principles and Applications for Teachers (repeat) Board Room 1 ✎Multilevel Instructional Approaches for the Classroom (repeat) Board Room 2
3:30 PM - 4:00 PM	Conference Adjournment - Closing/Sign Out Ballroom DE

Appendix C

Institute Session Abstracts

New Teacher Institute

Monday, September 29, 1997

9:00 AM - 10:00 AM - Noon
Rotunda

Registration

10:15 AM - 11:30 AM
Ballroom C

Opening Session: Setting the Stage

Teaching adults can be an exciting and challenging experience. Instruction is particularly interesting because adults have many experiences and interests which contribute to their learning. On the other hand, teaching adults can be very challenging because of these same experiences. Our opening session will help individuals new to adult education prepare for the unique experiences and responsibilities they will face when working with and meeting the needs of adult students.

Presenter: Suzanne Fisher, Project Facilitator, TIU Adult Education and Job Training Center

Noon - 1:00 PM
Colonial Room

Lunch

Greetings - Cheryl Keenan, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education

1:15 PM - 2:30 PM
Ballroom AB

Sessions:

Understanding the Adult Learner

This interactive session describes the adult learner: Who is the adult learner? How do we manage the external environment's impact on our students' goals and classroom content? What experience/education does he/she bring to the classroom? What strengths/inner resources do learners bring to the classroom? What barriers and challenges does the adult learner face? What do we, as teachers, bring to the classroom from our life experiences? What are our expectations and preconceived notions of the adult learner? Profiles of adult learners will be presented exploring the fact that there are no "typical" similarities - student to student and teacher to student.

Presenter: Carol Goertzel, Executive Director, Women's Association for Women's Alternatives, Inc.

Ballroom DE

Tutor-Friendly/Student-Friendly Math (Part 1)

This session will offer some strategies for helping students improve their problem solving skills. Tutors, volunteers and others who have to teach math to adults are frequently anxious about it. Adult literacy students are anxious, too, and they wonder when they'll ever use what we teach them.

Presenter: Ellen McDevitt, Training Consultant

Monday, September 29, 1997 *(continued)*

Board Room 1

Learner Centered Instructional Design
This session will present an overview of the instructional design process with a special emphasis on ways to keep the adult learner at the heart of design activities. Participants will explore what to teach, how to teach it, and how to know your students are learning.
Presenter: Sandra J. Strunk, Coordinator, Southeast Professional Development Center, Lancaster Lebanon Intermediate Unit 13

2:30 PM - 2:45 PM — Break

2:45 PM - 4:00 PM — Sessions:

Ballroom AB

Understanding the Adult Learner *(repeat)*

Ballroom DE

Tutor-Friendly/Student-Friendly Math (Part 1 - *repeat*)

Board Room 1

Learner Centered Instructional Design *(repeat)*

4:00 PM - 4:15 PM — Break

4:15 PM - 5:00 PM
Group 1 Ballroom AB
Group 2 Ballroom DE

5:00 - 5:30 PM
Board Room 1

Resources for New Teachers
This session will provide new teachers with information on resources available to assist and support their classroom and professional development needs. Presenters are representatives of the 6 regional Professional Development Centers, the State Literacy Resource Centers, Tutors of Literacy for the Commonwealth and PAACE (Pennsylvania Association for Adult Continuing Education). After describing available resources, participants will have the opportunity to explore materials provided for review.
Presenters:
Cheryl Harmon, AdvancE State Literacy Resource Center
Chris Kemp, Western PA Adult Literacy Resource Center
Carol Molek, Sara Plantz, South-Central Professional Development Center
Rachel Zilcosky, Sue Snider, Southwest Professional Development Center
Diane Inverso, Philadelphia Professional Development Center
Regina Rastatter, Northwest Professional Development Center
Sandra Strunk, Ilsa Powell Diller, Southeast Professional Development Center
Gail Leightley, Central-Northeast Professional Development Center
Amy Wilson, Tutors of Literacy for the Commonwealth
Barbara VanHorn, PAACE

Monday, September 29, 1997 *(continued)*

6:00 PM - 7:15 PM — Dinner - Alumni Lounge/Lobby

7:30 PM - 9:00 PM
Ballroom C

General Session: Counseling in Adult Education

Counseling issues are of increasing importance in Adult Basic Education programs. Adult educators are often thrown into the role of counselor, referral and advocacy agent. Adult learners are often faced with many personal or social problems that must be overcome in order for them to remain in our programs and meet their goals. This session will help participants empower learners instead of just giving advice. Communication skills, motivation techniques and crisis intervention will be discussed.

Presenter: Suzanne Fisher, Project Facilitator, TIU Adult Education and Job Training Center

Tuesday, September 30, 1997

8:00 AM - 9:00 AM — Continental Breakfast - Board Room/Lobby-Lower Level

9:00 AM- 10:15 AM — Sessions:

Board Room 1

Adult Learning Principles and Applications for Teachers

This session will focus on principles of adult learning and their application to learning activities. What do we know about how adults learn? How can teachers capitalize on this knowledge to best help their students?

Presenter: Lori Forlizzi, Trainer/Training Developer, TIU Adult Education and Job Training Center

Ballroom AB

Tutor-Friendly/Student-Friendly Math (Part 2)

Session 2 will model some user-friendly math activities and provide opportunities for participants to create their own.

Board Room 2

Collaborative Learning: A Tool for Learner-Centered Education

This session will engage new teachers in an exploration of an empowering approach to adult basic/literacy education instruction which emphasizes 1) new and more democratic relationships between teachers/tutors and learners; 2) curriculum development based on learners' self-identified needs and goals; and 3) instructional planning, decision-making and responsibilities shared among all members of the collaborative learning group. Workshop participants will learn about key strategies for facilitating a collaborative learning group, and will discuss how to adapt those strategies to their local contexts.

Presenter: Peggy McGuire, Executive Director, Germantown Women's Educational Project

Tuesday, September 30, 1997 *(continued)*

10:30 AM - 11:45 AM
Board Room 1

Sessions:

Working with Special Needs Adults

This session will focus on working with special needs adults, how certain techniques can be used to help learners maintain their skills, allowing fears of tutors and teachers when approaching the task of teaching these adults. Special demonstration projects will be shared as well as other resources and simple assessment tools. The presentation will discuss certain sensitivity issues and the need to have patience when working with this population as progress is measured in different ways. This session will attempt to give tools to teachers that will help students meet their educational goals.

Presenters: Joan Y. Leopold, Director, Harrisburg State Hospital; Mary Kay Peterson, Consultant

Ballroom AB

Tutor-Friendly/Student-Friendly Math (Part 2 - *repeat*)

Board Room 2

Collaborative Learning: A Tool for Learner-Centered Education *(repeat)*

12:00 Noon - 1:00 PM

Lunch - Colonial Room

1:15 PM - 2:15 PM
Ballroom AB

Sessions:

Teaching Reading Comprehension: Techniques and Strategies

This session will demonstrate and discuss various strategies for developing and strengthening reading comprehension skills. The focus will be on working with learners who are reading above the primary grade level.

Presenter: Michelle Joyce, Reading Specialist/Workplace Coordinator, Greater Pittsburgh Literacy Council

Board Room 1

Working with Special Needs Adults (repeat)

Board Room 2

Multilevel Instructional Approaches for the Classroom

This session will introduce new teachers to effective methods of handling multilevel learners in a classroom environment. The presenter will offer examples, models and approved practices that will increase the time that teachers can spend with multilevel learners. Resources and sample instructional materials will be provided. Participants will be given an opportunity to interact and discuss situations and challenges they have come across in the classroom.

Presenter: Jeffrey Woodyard, Executive Director, Tri-County Opportunities Industrialization Center, Inc. (OIC)

Tuesday, September 30, 1997 *(continued)*

2:15 PM - 2:30 PM	Break
2:30 PM - 3:30 PM *Ballroom AB*	**Teaching Reading Comprehension: Techniques and Strategies** ***(repeat)***
Board Room 1	**Adult Learning Principles and Applications for Teachers** ***(repeat)***
Board Room 2	**Multilevel Instructional Approaches for the Classroom** ***(repeat)***
3:30 PM - 4:00 PM *Ballroom DE*	Conference Adjournment - Closing/Sign Out

Appendix D

Presenter Contact and Biography Information

New Teacher Institute
Presenters

Suzanne M. Fisher
Project Facilitator
TIU #11 Adult Education and Job Training Center
MCIDC Plaza, Building #58, 6395 SR103 North
Lewistown, PA 17044 Tel: 717-248-4942
Fax: 717-248-8610
e-mail: AEJTC1@acsworld.net

Opening Session: Setting the Stage
General Session: Counseling in Adult Education

Ms. Fisher is the Project Facilitator for the Adult Education and Job Training Center. She focuses in the areas of personal development, career decision-making, and job readiness. She frequently provides regional and state staff development training and is a Trainer for the South Central Professional Development Center.

Lori Forlizzi
Trainer/Training Developer
TIU #11 Adult Education and Job Training Center
MCIDC Plaza, Building #58, 6395 SR103 North
Lewistown, PA 17044 Tel: 717-248-4942
Fax: 717-248-8610
e-mail: forlizzi@sprynet.com

Adult Learning Principles and Applications for Teachers

Dr. Forlizzi has worked in the field of adult education for 11 years. She has been involved in teaching, research, instructional materials development, and staff development. Dr. Forlizzi is currently developing professional development training modules, training trainers, and providing training for the South Central Professional Development Center.

Carol Goertzel
Executive Director
Women's Association for Women's Alternatives, Inc.
225 South Chester Road, Suite 6
Swarthmore, PA 19081 Tel. 610-543-5022
Fax: 610-543-6483
e-mail: n/a

Understanding the Adult Learner

Ms. Goertzel is currently Executive Director of The Women's Association for Women's Alternatives, Inc., a child welfare agency offering comprehensive, residential programs for mothers and children, truancy prevention, job training, and adult education classes. Ms. Goertzel brings twenty years experience in the development, management, and supervision of adult education classes, curriculum development, teacher/tutor training, job training, and family-focused programs. Ms. Goertzel's expertise is learner-centered, participatory and relevant education for adults.

Michelle Joyce
Reading Specialist/Workplace Coordinator
Greater Pittsburgh Literacy Council
100 Sheridan Square
Pittsburgh, PA 15206 Tel: 412-661-7323
Fax: 412-661-3040
e-mail: GPLC@aol.com

Teaching Reading Comprehension: Techniques and Strategies

Ms. Joyce is the Reading Specialist/Workplace Coordinator for the Greater Pittsburgh Literacy Council. She holds a Master's Degree in Education, a Reading Specialist Certification, and is currently working on her Special Education Certification. She has over six years of experience in adult education including ABE, GED, and workplace instruction.

Joan Y. Leopold — *Working with Special Needs Adults*

Director of Education
Harrisburg State Hospital
Pouch A
Harrisburg, PA 17105-1300 Tel: 717-772-7561 Fax: 717-772-6015
e-mail: JYLMSL@aol.com

Ms. Leopold has been an adult educator for over twenty years. She has taught mentally retarded adults, directed special demonstration projects for institutionalized populations, is the curator of the Dorothea Dix Museum and is Executive Director of PAACE.

Ellen McDevitt — *Tutor-Friendly/Student-Friendly Math*

Training Consultant
41 Ridgewood Road
Pittsburgh, PA 15237 Tel: 412-486-7288 Fax: n/a
e-mail: emcdev@usaor.net

Ms. McDevitt has worked in adult education for more than 20 years. She has developed curricula and materials for programs at the University of New Hampshire, CCAC continuing education, and for adult literacy programs. She is a founding member of the Adult Numeracy Network and editor of The Math Practitioner.

Peggy McGuire — *Collaborative Learning: A Tool for Learner-Centered Education*

Executive Director
Germantown Women's Educational Project
21 West Washington Lane
Philadelphia, PA 19144 Tel: 215-843-2148 Fax: 215-843-3856
e-mail: gwep@libertynet.org or
[redacted]

Ms. McGuire is the Executive Director of the Germantown Women's Educational Project, a community-based educational program in Northwest Philadelphia. After teaching in the Philadelphia School District and at Temple University where she received her Master's Degree in 1980, she was a founding member of GWEP and was its first adult basic/literacy education instructor in 1985. In 1994 she worked with the Mayor's Commission on Literacy in Philadelphia to write a training manual and develop/conduct tutor trainings in Collaborative Learning Group facilitation. She is currently the Philadelphia Coordinator of the National Adult Literacy Practitioner Inquiry Network, and facilitates professional development activities in the areas of collaborative learning and women in literacy.

Mary Kay Peterson — *Working with Special Needs Adults*

Consultant
121 Leary Road Tel: 610-857-9157 Fax: 610-857-1579
Honey Brook, PA 19344

Ms. Peterson is a consultant with the SEPDC as well as managing job training programs for Women's Association for Women's Alternatives and LaComunidad Hispana. She does grant writing in her spare time and up to the deadline.

Sandra J. Strunk
Coordinator, Southeast Professional Development Center
Lancaster Lebanon Intermediate Unit 13
1 Cumberland Street
Lebanon, PA 17042 Tel: 717-270-2935 Fax: 717-270-2943
e-mail: sanstr@aol.com

Learner Center Instructional Design

Ms. Strunk is the Coordinator of the Southeast Professional Development Center. In her 15 years as an adult educator, she has taught ABE, GED, ESL and has designed numerous instructional programs for specialized settings. Sandra is also First Vice President of PAACE and President of the Literacy Council of Lancaster Lebanon.

Jeff Woodyard
Executive Director
Tri-County OIC
2107 North 6th Street
Harrisburg, PA 17110 Tel: 717-238-7318 Fax: 717-238-6251
e-mail: jwoodyard@paonline.com

Multi Level Instructional Approaches for the Classroom

Mr. Woodyard is the Executive Director for Tri-County Opportunities Industrialization Center, Inc. (OIC), Harrisburg, PA. He has been with Tri-County OIC since 1977. OIC is a community based adult education center. OIC serves over 1,000 out-of-school adults each year. The OIC program works with adult learners from all ages in the areas of basic literacy skills training, GED test preparation, vocational skills training, and workplace literacy. He is responsible for developing, implementing and supervising adult education programs at 20 sites.

Appendix E

Application of Materials/Information from the Institute

Application of Materials/Information from the Institute (Participant Responses to November Questionnaire by Focus Group Region)

West -- 8 respondents

Many stated that they had not had the opportunity to apply the materials or techniques learned at the conference.

- (from Reading Comprehension) I used a similar activity (to the one) that was demonstrated at this session. Students were enthusiastic and the activity brought great discussion.
- (from Math) Trying to use more hands-on materials.
- (from Multi-level Approaches) I do individual instruction in a multi-level classroom.
- (from Multi-level Approaches) I have had to create teacher-made materials to address different levels.
- (from Understanding the Adult Learner) Our program works with the welfare-to-work population which includes a high percentage of women. The statistics about women, work, and literacy were very helpful to me.
- (from Learner-centered Instructional Design) Assessment-based curriculum is being used to focus on individual needs.
- (from Adult Learning Principles) Use as many specific or every day examples as possible to correspond with information in books.
- (from Collaborative Learning) Not as much success with ABE -- very low-functioning class -- but better with literacy in devising class rules and dealing with problems.
- (from Resources) This information was very valuable to me. I know who to call, where to go for assistance.
- (from Resources) I have used the resource center to get books.
- (General) As a volunteer coordinator I do not teach in a classroom although I tutor one-to-one. Consequently, I cannot say I specifically use many of the things taught in the seminars. What I did come away with was a picture of other types of adult educators, the scope of adult education in Pennsylvania, and a view of the programs, trainings, and backgrounds in adult education.

Southeast -- 5 respondents

- (from Reading Comprehension) Very helpful.
- (from Reading Comprehension) I used the techniques that I learned in this training in a lesson plan for violence prevention. We read and analyzed one article and two poems. We used the checklist for effective comprehension. The students responded well.
- (from Math) I used a lot of techniques. They really worked.

- *(from Multi-level Approaches) This workshop was very resourceful,* and I benefited greatly from it.
- (from Multi-level Approaches) This approach, I need more training. However, I do pick material that could apply to all levels. Nevertheless, I (don't yet) have the ability to choose one piece of material and change the reading level of the material.
- (from Understanding the Adult Learner) - Very helpful.
- (from Special Needs Adults) - I am more aware of special needs adults. I used the resources, and they really work!
- (from Resources) - Great!

South-Central -- 10 respondents
- (from Reading Comprehension) I have used some techniques with good results.
- (from Reading Comprehension) I use with the student I am tutoring one-on-one. Has added variety to our sessions. The student likes this part of the session. He does more homework on his own when it applies to this part.
- (from Math) I have tried some activities -- student anxiety is less.
- (from Math) I have used dice to teach proper and improper fractions, recipe cards to add, subtract, and multiply fractions, M&Ms to teach proportions, and a deck of cards to teach place value. The students seem to like hands-on activities.
- (from Multi-level Approaches) I have used Mr. Woodyard's handout in a youth/pre-employment class (confusing words - English). Learners responded positively, because goals are the same, but levels are different.
- (from Multi-level Approaches) I have a hard time with this because of open enrollment.
- (from Multi-level Approaches) Use in family literacy workshops. Can focus on the group as a whole rather than a few students at time. Students are more eager to participate.
- (from Understanding the Adult Learner) Has been helpful working with dislocated workers. When you use a teaching techniques that applies to the learning audience, your response will be positive, resourceful, and insightful.
- (from Understanding the Adult Learner) Use in family literacy workshops and with one-on-one student. Try to build on the strengths of the students. The group is compassionate to others' needs. The can relate to each others' experiences.
- (from Understanding the Adult Learner) We have tried to brainstorm various methods of dealing with our problems. We tried several methods and evaluated their success.

- (from Learner-centered Instructional Design) Use in family literacy workshops. Planning a workshop is easier. Learners are more attentive.
- (from Adult Learning Principles) Use in family literacy workshops and with one-on-one student. Build on the students' experiences. Focus on the students' needs.
- (from Adult Learning Principles) Have used a lot, very good.
- (from Collaborative Learning) Use in family literacy workshops. Let the students make some of the rules. The students in the group interact; there is more discussion.
- (from Counseling) Use mostly when interviewing students, also in family literacy workshops. I am becoming more than just an ear for the students. I can refer them to other groups and agencies for some of their social and personal problems instead of just giving them advice.
- (from Special Needs) This gives me a better understanding of the students. This has been helpful when doing a student interview.
- (from Special Needs) I am more comfortable with the results I am receiving. Thus, I am more enthusiastic.
- (from Resources) Have used some of the resources on display.

Central-Northeast -- 8 respondents

- (from Reading Comprehension) Has helped a few of our tutors that were in a rut. Good responses.
- (from Reading Comprehension) Helpful ideas for essay writing -- I've used several strategies.
- (from Reading Comprehension) I have incorporated techniques into tutor training.
- (from Math) Used in the classroom and in tutor training.
- (from Multi-level Approaches) Used. Gave higher awareness of needs of adult learners.
- (from Multi-level Approaches) I use this approach for my Job Skills class ... All students receive a list of activities to work on individually. I go around the room and help those who need help and I check everyone's progress. Also, students will assist each other.
- (from Learner-centered Instructional Design) A student working on his GED wanted to learn to read a ruler so I taught him how it is divided and applied it to fractions which he previously learned. This was a good review of fractions.
- (from Adult Learning Principles) Keeps my focus.
- (from Collaborative Learning) - Helped with getting tutors to get more up-front participation from students.
- (from Counseling) We keep a handy list of local help agencies to recommend to students.

- (from Counseling) I helped (a student) who found out her 15 year old daughter was pregnant. I used my background experience ... and told her how her daughter may get help.
- (from Resources) I have received materials from the "Freebies for ' ABLE" catalog. Others in the office have as well.